

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

How we Organise ourselves

Central idea

A variety of signs and symbols facilitate local and global communication.

Summative assessment task(s):

Create own map of a place (city, theme park), and design own signs and symbols to be used worldwide. Reflect on map and share with teacher via discussion how map can be used globally.

Pictogram using symbols which shows a personal history and personalized signs using global sign formats created in same style of Rosalie Gascoigne

Students compose and perform a 'Soundscape' using Graphic notation
Students make their own "Big Book" version of Aiken Drum and perform for peers and 'Buddies'
Students play traditional songs on mallet instruments using conventional music notation

Assessment Tools:

Self assessment with photograph. Students reflect on the following:

Which symbol would you think everyone would be able to recognize?

Observation/Journal work

Self assessment reflection rubrics
Observation

Class/grade: Year 2

Age group: 7-8 year olds

School:

School code:

Title:

Teacher(s):

Date: March - May

Proposed duration: 6 - 7 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (**form, function, causation, change, connection, perspective, responsibility, reflection**) to be emphasized within this inquiry?

Signs and symbols allow more than just the composer to access/play music

Related Concepts: Systems, Mapping Dynamics, Rhythm, Duration

What lines of inquiry will define the scope of the inquiry into the central idea?

- Signs and symbols
- Reasons for the development of communication systems
- Specialized systems of communication
- Traditional music notation
- Graphic notation
- The differences between signs and symbols

What teacher questions/provocations will drive these inquiries?

What is the difference between a sign and a symbol?

What makes a symbol and sign globally recognizable?

Does this sign communicate the sound you want?

How can you draw the sound you want?

Is this note higher or lower than the first note?

What rhyme can you devise to help you memorise the treble clef lines?

What sounds and/or instruments would use the treble clef?

Provocations:

Identify colour in art works and what can that colour symbolize. Find symbols and signs around the school. Identify religious symbols and their meaning.

Identify money symbols.

Give the students a "Mallet License" set of graduated song sheets using traditional notation to work through

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Provide a range of well known symbols and children write what they think the symbol represents

Give students traditional music notation games
Get students to play music on mallets using traditional music notation

Pre-Assessment:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

*Compound walk to look for signs/symbols. Photograph symbols/signs seen and ask children to identify what is/what isn't a sign/symbol.
Venn diagram from compound work of signs – symbols*

Incomplete/Completed Mallet License
Incomplete/Completed online notation challenge

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

magazines, cameras, guided readers, websites

Cardboard, paint, brushes, waterpots, markers, pencils, rubbers, images of signs and symbols, varnish, spray paint.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

compound walk, school walk, signs and symbols within classroom, reading corner books

The school environment for students to find signs and symbols.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

To watch/reflect on group performances of 'Soundscapes'
To work in pairs to solve notation quizzes/games
To devise rhymes to facilitate memorising notation

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Perform mallet pieces with/for peers
Play mallets at end of term assembly and 'World Celebrates' (*Only those who have completed Mallet License*)
Perform 'Soundscape' with and for peers
Perform Aiken Drum for peers and 'Buddy' group

Create a map using home mother tongue and share with class. Discussion of how useful this is for all students.

Classification – Identify the different purposes for road signs and classify according to their features e.g. colour, shape etc

Predict what different symbols represent

Draw own signs based on information given

Create own signs using word document

Comprehension/Highlight Detective signs

Classification – symbol or picture, discuss pros and cons of both

atlas inquiry – flags and symbols in atlases

design own flag using symbols and colour to represent things

write a postcard to someone about a visit to the zoo, using zoo map to help imagine what you would do there

Students identify signs and symbols around the school.

Students create a design of a symbol showing their identity.

Students look at colour in paintings and what they could mean, how does a colour make you feel.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

By creating their own symbols to use on a map, and surveying other children in the school to see if they could identify their chosen symbols they were able to easily how recognizable these symbols were worldwide. Through exploring the idea of using silhouettes instead of details, allowed for the nature of the symbol to come through and be understood regardless of nationality or language.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

More of a follow up and allowing students to peer assess each others' maps to identify and recognize symbols. Self assessments would also be very valuable.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Bringing in maps from home showed the global and local organizations helps. Comparing theme park maps, as well as different country maps showed the similar and different nature of keys and symbols.

Studying road signs etc showed the need for universal symbol recognition.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Form- compound walk identified form of symbols. Bringing in examples from home. Venn diagram of comparing differences between signs and symbols. Art project of 3D statue of self helped explore nature of symbols.

Function – Map work; reading and understanding maps and giving directions in order to find things. Using keys really allowed them to understand how symbols work.

Connection – allow for greater connection between single subjects (art and music) and homeroom. Compare and contrast pieces created/studied in each class.

- demonstrate the learning and application of particular transdisciplinary skills?

Non verbal communication: Creating symbols that clearly illustrated their purpose using simple design

Reading: Map work, using a key to identify symbol meanings.

Research: Collecting, recording and interpreting data: Reading variety of maps of zoos, theme parks etc recording similarities and differences in terms of necessary facilities and how the symbols compared and contrasted around the world.

- develop particular attributes of the learner profile and/or attitudes?

Reflective: Redesigning symbols after peer assessment to make them easily recognizable and easier to understand

Knowledgeable: Identifying signs and symbols in the local community

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Who invented the first road sign?

Why is the star yellow on the Vietnamese flag and the outside red?

Why do countries have different currencies and money symbols?

Why is there so many Buddas in Buddhism?

What do the colours mean on the German flag?

What does the plus on the Switzerland flag mean?

What does the sun mean on the Argentinean flag?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What is the difference between a sign and a symbol?

What makes a symbol and sign globally recognizable?

Identify colour in art works and what can that colour symbolize.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students made their own symbol games at home and brought them to school to allow their classmates to guess.

9. Teacher notes

Review lines of inquiry for this unit to ensure match with key concepts.

Summative assessment task should just be one piece; either music, art statue or map. Students can select one to reflect on how it shows symbols that facilitate global/local communication.

Discussion / planning with specialists throughout will help ensure all pieces are created/provided at the same time so the summative assessment task can be done at end of unit.

Draw reflections out of students when they return from Art/Music